

History Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Understanding the World (3-4 year olds – Development Matters 2021)</p> <ul style="list-style-type: none"> • Begin to make sense of their own life-story and family’s history. <p>Mathematics (3-4 year olds – Development Matters 2021)</p> <ul style="list-style-type: none"> • Begin to describe a sequence of events, real or fictional, using words such as ‘first’, ‘then...’ <p>In Nursery, we teach and learn about how we change and how our family changes over time. This is predominantly taught in Autumn 2, however, children talk about family events throughout the year. Sequencing events is taught through Maths and by talking with the children. Conversations with children are an essential part of learning in Early Years and children are encouraged to talk about routines both at home and at Nursery. Visual timetables are displayed in the classroom and referred to throughout the day. Nursery staff refer to the sequence of events all the time and emphasise time words found in stories. When baking, children become used to sequencing of events.</p>					
Reception	<p>Understanding the World (Reception – Development Matters 2021)</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>ELG</p> <p><u>Past and Present</u></p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>Throughout the year, children recall recent historical events in their lives for example birthdays, holidays and family events.</p>					

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	<p>Speaking Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>					
		<p>Bonfire Night (changes in how people dress)</p> <p>Remembrance Day (Poppy Day)</p>	<p>Space – Neil Armstrong, Tim Peake and Helen Sharman</p>		<p>Castles - George and the Dragon</p> <p>May Day</p>	
1		<p>What was Wrose like for the Jowett Brothers?</p> <p>The Jowett Brothers - A local History study</p>		<p>What was it like when Grandad was little?</p> <p>Focus on toys</p>		<p>Who is Our Monarch?</p> <p>The Royal Family</p>
2		<p>Was Guy Fawkes really guilty?</p> <p>The Gunpowder Plot</p>		<p>What was London like in 1666?</p> <p>Great Fire of London</p>		<p>Why were Florence Nightingale and Mary Seacole so brave?</p> <p>The work of Florence Nightingale and Mary Seacole</p>

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3		How did Britain change from the Stone Age to the Iron Age? The Stone Age – Pre-historic Britain		Who built the pyramids and why? Egyptians		What happened to Fountain's Abbey? Henry VIII & The Monasteries – Local History
4		Did the Romans leave a legacy in Britain? Romans		Who ruled Britain after the Romans and did Britain progress? Anglo Saxons and Scots		Is the legacy of the Vikings 'as brutal savages' accurate? Vikings
5		Would you like to live in Victorian Britain?		Why is Saltaire a World Heritage Site? Saltaire – A local History study		Why did the Benin Empire crumble? Benin Empire
6		Which was the most significant turning point in World War 2 – The Battle of		Did ancient Greece leave a lasting legacy? Greeks		How did Nelson Mandela create 'The Rainbow Nation'?

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		Britain or D-Day? WWII/conflict				Apartheid & Black Civil Rights
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